



We're  
Going on a  
Picnic

By  
Pat Hutchins



# Books and Movement – A Magical Mix

Ask Mr.  
Bear

By  
Marjorie Flack

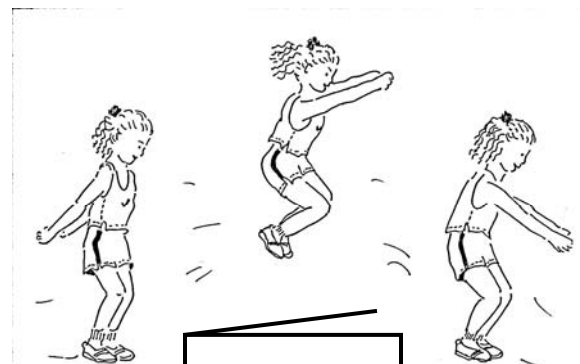


## B.A.M.M.M.!

July 2006  
I Can Travel in Many Ways

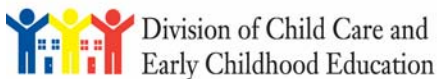
Silly Sally

By  
Audrey Wood



Jump, Frog,  
Jump!

By  
Robert Kalan



**B.A.M.M.M.!**  
**Books and Movement – A Magical Mix**

Learning Activity #1 <i>August 2005</i>	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2 <i>September 2005</i>	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3 <i>October 2005</i>	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4 <i>November 2005</i>	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5 <i>December 2005</i>	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6 <i>January 2006</i>	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7 <i>February 2006</i>	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8 <i>March 2006</i>	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9 <i>April 2006</i>	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10 <i>May 2006</i>	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11 <i>June 2006</i>	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12 <i>July 2006</i>	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

## Learning Activity #12 – I Can Travel in Many Ways

Book: *Ask Mr. Bear* by Marjorie Flack


<b>Benchmarks</b>	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.11 Runs, jumps, hops, skips</p> <p>4.12 Shows balance and coordination</p> <p>5.8 Participates in group discussion</p>
<b>Locomotor Skills</b>	<ul style="list-style-type: none"> <li>➤ Walking</li> <li>➤ Hopping</li> <li>➤ Galloping</li> <li>➤ Skipping</li> <li>➤ Running</li> </ul>
<b>You will need:</b>	<ul style="list-style-type: none"> <li>✓ Book: <i>Ask Mr. Bear</i> by Marjorie Flack</li> <li>✓ Carpet squares or personal space markers</li> <li>✓ Gift box (not wrapped)</li> </ul>
<b>Introduce the Activity</b>	<ul style="list-style-type: none"> <li>• Children sitting on carpet squares or personal space markers.</li> <li>• Show empty box to children and say, <i>"Pretend that it's your mother's birthday and you want to give her a gift to go in this box. What would you put in the box to give to your mother?"</i></li> <li>• Allow each child who wants to a turn to tell you what he/she would put in the box. Accept all answers.</li> <li>• Say, <i>"We're going to read a story about a little boy and his gift for his mother."</i></li> </ul>
<b>Present the Story</b>	<ul style="list-style-type: none"> <li>• Prepare to read the story, <i>Ask Mr. Bear</i>.</li> <li>• Show the cover, give title and author. (Explain that author is person who writes the book.)</li> <li>• Tell children, <i>"The boy on the cover is named Danny. Can you name the animals you see on the cover? Where do you think they're going?"</i></li> <li>• Read book with children sitting so all can see the pictures.</li> <li>• Pause after Mr. Bear whispers a secret into Danny's ear and ask, <i>"What do you think Mr. Bear whispered in Danny's ear?"</i></li> <li>• Allow children to predict what the bear whispered to Danny. Continue the story.</li> <li>• Follow up with questions such as <i>"Were your predictions about the secret Mr. Bear whispered in Danny's ear correct?" "Why do you think the animals didn't want to go with Danny to meet Mr. Bear?" "How do you think Danny's mother felt about her birthday gift from Danny?"</i></li> <li>• Show the empty box to the children and ask, <i>"Do you think Danny's gift to his mother can be put in this box?"</i> Allow children to explain their answers.</li> </ul>

### Extend the Story

- Recall with children that Danny, the hen, the goose and the goat galloped.
- Ask children what other animal gallops. (horse)
- Explain that they are going to gallop like a horse.
- Introduce galloping to the children as follows:  
*"Start with a step and slide the other foot behind the lead foot. The lead foot is the leader and the other foot never goes in front of it."*
- Remind children to move safely and not get too close to other children.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear this signal, they are to freeze like a statue.
- *"Pretend you're riding a horse, so hold on to the reins. You're going to gallop in a straight line. Start with a step on the leader foot and slide the other foot behind it. Now go faster."* (When children increase speed it will automatically become a gallop.)
- Allow children to practice galloping.
- Observe children and assist those who are having difficulty galloping.

**Teacher Note:** Play the song "She'll Be Coming Round the Mountain" as children are galloping.



<p><b>Conclude the Session</b></p>	<ul style="list-style-type: none"> <li>Lead the children in a finger play.</li> </ul> <p style="text-align: center;">My Legs  <i>My legs like to walk.  My legs like to run.  My legs think walking  And running are fun.</i></p> <p style="text-align: center;"><i>My legs like to gallop.  My legs like to hop.  But when my legs get tired,  My legs say STOP!</i></p>
<p><b>Try these additional activities</b></p>	<p style="text-align: center;"><b>Hopping</b></p> <ul style="list-style-type: none"> <li>Reread the story, <i>Ask Mr. Bear</i>, with the children.</li> <li>Recall with children that Danny, the hen and the goose all hopped along.</li> <li>Explain to children that they are going to practice hopping.</li> <li>Introduce hopping as follows:  <i>"When you hop, you hold one leg off the floor and hop up and down on the other. Can you hold one leg off the floor and hop up and down on the other? Now switch legs and hop on that one."</i></li> <li>Allow children to practice hopping frequently. Keep practice brief.</li> <li>Practice hopping in place, then hopping from one spot to another.</li> </ul> <p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>Children may have difficulty hopping because they lack the strength and balance to hold one leg in the air while hopping on the other.</li> <li>If children are having a difficult time hopping, try this: Have them lean against a wall with one hand, lift one foot in the air and hop on the other foot.</li> <li>Children must be able to hop before they can begin skipping, which is the most difficult motor skill to develop.</li> </ul> <div style="text-align: center;">  </div>

### **Skipping**

- Reread the story, *Ask Mr. Bear*, with the children.
- Review with the children the different ways Danny and the animals traveled: walking, skipping, hopping, galloping and running.
- Explain to children that today they will practice skipping.
- Introduce skipping as follows:  
*"Take a step forward and hop on that foot.  
Now, take a step forward on the other foot and hop on it.  
Continue to step and hop on one foot, then the other."*
- Play the song, "Skip to My Lou" as children skip around the room.
- Allow children to practice skipping regularly.

#### **Teacher Notes:**

- o Remember that children must be able to hop before they can skip and that skipping is the most difficult motor skill to develop. Only introduce skipping if you think children are ready for this.
- o Avoid frustrating children if they are unable to skip. Some five year olds will be able to skip while others will not develop this skill until later.



### **Going to See Mr. Bear**

- Reread the story, *Ask Mr. Bear*, with children.
- Review the ways that Danny and the animals moved: walking, hopping, galloping, skipping and running.
- Explain to children that they will move around the room like Danny and the animals.

- Remind children to move safely and not get too close to others.
- Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear the signal they are to freeze like statues.
- Say, *Can you walk around the room and stay as far from your friends as you can?"*
- Sound stop signal.
- Say, *"Can you gallop around the room without bumping into others?"*
- Sound the stop signal.
- Say, *"Can you hop on one foot? Now hop on the other foot."*
- Sound the stop signal.
- Say, *'Now skip around the room without bumping into others.'*
- Sound the stop signal.
- Say, *'Can you run around the room in a curved path without bumping into others?'*
- Sound the stop signal.
- Say, *"Can you walk safely back home?"*

#### **Birthday Prop Box**

- Develop a birthday prop box for dramatic play. Suggested items to include: party invitations, birthday party plates, napkins, tablecloth, hats, gift sacks, wrapping paper, birthday cards and books about birthdays.
- Consider placing the birthday prop box in the home living/dramatic play center when a child is celebrating a birthday.

#### **Birthday Graph**

- Complete a birthday graph with the children.
- Include a column for each month.
- Involve children in putting their names in the column that is their birth month.
- Count with the children the number of children born in each month.
- Discuss with children months with most birthdays, least birthdays and same number.
- Review the graph at the beginning of each month and identify children who will have birthdays during the month. Count the number of children with birthdays for that month.

### Our Birthday Graph

<b>January</b>					
<b>February</b>	Trey				
<b>March</b>	Tyrone	Lupe	LaTanya		
<b>April</b>	Sydni				
<b>May</b>	Steve				
<b>June</b>	Jacob	Tamika			
<b>July</b>					
<b>August</b>	Sarah				
<b>September</b>	Isabelle	Bradley			
<b>October</b>	Manuel				
<b>November</b>	Savanah	Faye	Brooke		
<b>December</b>	Ryan				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### Make a Class Birthday Book

- On each page include the child's name, their birthday and a picture that represents a birthday celebration.



Sarah's birthday is August 11.

- The children will enjoy "reading" their page of the birthday book when it is read to the class.

**Teacher Note:** Be sensitive to children whose families do not celebrate birthdays.

### Wrapping Gifts

- Collect boxes of different sizes, gift-wrapping paper and ribbon (recycled). Add tape and blunt-tip scissors.
- Allow children to wrap gifts.
- Observe to see if children can accurately judge the amount of paper needed to wrap a certain size box. Do they add "gifts" to the box before wrapping?



	<p style="text-align: center;"><b>Surprise Birthday Gift</b></p> <ul style="list-style-type: none"> <li>• Place an item such as a small ball, a block or a small car in a decorated box with a lid.</li> <li>• Pass the box around the circle and ask children to guess what is in the box. Allow them to shake the box.</li> <li>• Give hints if children do not guess correctly. For example, <i>"It's round and we can throw it to each other."</i> (ball) <i>'It has four wheels and we can roll it along the floor.'</i> (car)</li> <li>• Say, <i>'Let's open the box and see if your guesses were correct.'</i></li> <li>• Open the box and pass it around for children to see the contents.</li> </ul> <p style="text-align: center;"><b>Gift and Animal Match</b></p> <ul style="list-style-type: none"> <li>• Use the patterns to make a set of cards with animals and corresponding "gifts."</li> <li>• Involve children in matching the animal card with the gift card.</li> </ul> <p style="text-align: center;"><b>Clothesline Story</b></p> <ul style="list-style-type: none"> <li>• Tell the story, <i>Ask Mr. Bear</i>, as a clothesline story.</li> <li>• Attach characters from children's left to right as they appear in the story.</li> <li>• Allow children to attach characters in order as they appear in the story.</li> </ul>
<b>Additional Books</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>A Birthday for Frances</i> by Russell Hoban</li> <li><input type="checkbox"/> <i>Albert's Birthday</i> by Leslie Tryon</li> <li><input type="checkbox"/> <i>Happy Birthday, Moon</i> by Frank Asch</li> <li><input type="checkbox"/> <i>Happy Birthday</i> by Gail Gibbons</li> <li><input type="checkbox"/> <i>It's My Birthday</i> by Pat Hutchins</li> <li><input type="checkbox"/> <i>Max's Birthday</i> by Rosemary Wells</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ Personal space markers can be ordered from equipment catalogs and from school supply catalogs.</li> <li>✓ Go to the Division website for A Story a Month for May 2004 for story patterns for <i>Ask Mr. Bear</i>.  <a href="http://www.arkansas.gov/childcare/askmrbear.html">http://www.arkansas.gov/childcare/askmrbear.html</a> </li> </ul>

**Teacher Notes:**

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *Ask Mr. Bear* by Marjorie Flack, and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.